

PATHWAYS TO CAREERS IN TEACHING PHASE II

Executive Summary Year one 2001-2002

July 2002

Pathways Background and Purpose

Western Washington University, in collaboration with Everett Community College, Skagit Valley College, and Whatcom Community College and regional school districts, established the *Pathways to Careers in Teaching* program through a grant awarded by the Higher Education Coordinating Board in October 1999. The Pathways program has these primary purposes:

1. To support an efficient, non-redundant articulation stream from public schools, to community college direct transfer A.A. degree programs, to Bachelor's degree with teacher certification programs at Western; and
2. To increase the proportion of students of color in teacher education programs.

During Phase I, consortium institutions made substantial progress toward articulating course equivalencies for teacher candidates, in Early Childhood Education. New links between high school teacher academies, community colleges, and WWU were established that will continue through ongoing transfer and tracking mechanisms begun during this project.

Pathways Phase II, is a *new* collaborative teacher training project that targets the critical need for well qualified teachers of mathematics, science and special education and broadens related objectives conceptualized or initiated during Phase I. Pathways Phase II will also strengthen the Phase I Articulation Agreement, wherein consortium members pledge to continue to develop policies, programs, curricula and initiatives that speak to the recruitment, retention, and efficient graduation of regional students interested in pursuing degree programs in the areas of education.

Objective One - *Implement the articulation of courses and programs to facilitate the efficient completion of teacher education programs in subject matter shortage areas, effectively reducing the time to degree at the baccalaureate level.* This objective targets the subject matter shortage areas of math, science and special education. Year one accomplishments include the creation of a Science Ed articulation grid for partner institutions, and a model program (Green River CC), and an outreach program (Seattle Central CC). Also, consortia math faculty cooperatively developed a new algebra for teachers course as a pre-requisite for required math methods courses in Elementary and Special Education.

Objective Two - *Create stronger and more effective means of distributing information about teacher training programs and the availability of community college course equivalencies and direct transfer degrees, to a diverse group of prospective students.* In year one, a poster and bookmarks were created for recruiting students into the high school WSTRFT Teaching Academy programs in the consortia areas and into the Teacher Education program at WWU. Consortia members worked on advising issues and at least one created new advising sheets based on the resulting information. Project Teach coordinators from Green River CC made a presentation on their articulated program with Central Washington University.

Objective Three – *Integrate K-12 system Essential Academic Learning Requirements (EALRs) into general college requirement courses as a foundation for future teacher certification candidates.* The newly created algebra for teachers course (Math 102T) was developed to include the integration of the K-12 EALRs. The process of including EALR content in this course is a model for alignment of general university requirements in other academic subject areas.